

Curriculum Development and Supplemental Materials Commission

An advisory body to the California State Board of Education

FINAL MINUTES OF MEETING: May 20-21, 2004

(Approved on July 21, 2004)

Report of Action

Thursday, May 20, 2004

Curriculum Commissioners Present:

Edith Crawford, Chair

William Brakemeyer

Milissa Glen-Lambert

Jackie Goldberg, Assembly Member (arrived 2:30 p.m.)

Kerry Hamill

Dr. Deborah Keys (arrived 9:30 a.m.)

Wendy Levine

Dr. Sandra Mann

Julie Maravilla

Mary-Alicia McRae

Dr. Stan Metzenberg

Dr. Charles Munger, Jr.

José Velasquez

Richard Wagoner

Curriculum Commissioners Absent

Dr. Norma Baker, Vice Chair

Michael Matsuda

John Vasconcellos, Member of the Senate

State Board of Education Liaisons

1. Full Curriculum Commission:

Called to Order: 9:04 a.m. by Chair Crawford.

1.B. Salute to the Flag led by Commissioner Brakemeyer.

1.C. Overview of the Agenda

Chair Crawford announced that Commissioner Brakemeyer is retiring after 36 years in teaching. She reported that there are no changes to the agenda, but noted that Sue Stickel would be here later this afternoon at 3:30 to give her update.

1.D. Approval of minutes for January 2004 Meeting

Commissioner Brakemeyer moved to approve the April 2004 draft minutes.

Commissioner Velasquez seconded the motion. The motion carried.

1.E. Report of the Chair

Chair Crawford reported that the State Board of Education (SBE) accepted the Commission's recommendations on textbook weight. She thanked commissioners and department staff for their work on this task. She also reported that the Health Adoption activities have continued to move forward with the legal and social compliance review being conducted between May 5th and 7th. In addition, Chair Crawford reported that the SBE has a new President, Ruth Green, a former IMAP member for the 2002

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Reading/Language Arts Adoption, and Vice-President, Glee Johnson, who worked with the Wilson administration.

1.F. Executive Director's Report

Thomas Adams reported on the new leadership on the State Board of Education (SBE). He stated that he looks forward for continued support of the Commission's work and a positive reception of the Commission's recommendations. Dr. Adams reported that another development is that the SBE approved the regulations about charging fees for reviewing materials submitted for follow-up adoptions. Once the Office of Administrative Law approves the regulations, the Department will be able to support follow-up adoption activities, and the SBE will be able to add to any existing list. Dr. Adams also reported that the Department has a new Web Site. The new Web Site is organized by topic, whereas, the old site was organized by the program. In addition, items are easier to find with a new search engine. He reported that the Governor's May Revise came out last week and the news was positive for instructional materials. Last, he acknowledged that this is the 50th Anniversary of Brown v. Board, the ruling that ended legal segregation in the United States.

1.G. Report from the State Board of Education

Rae Belisle, Executive Director, SBE, reported that the SBE accepted the Commission's recommendation on textbook weight. The SBE will be conducting a textbook seminar at their July meeting and will be working with the CFIR staff to lead the seminar. She also reported that the SBE took action on the fee schedule for the follow-up adoptions. Last, she reported on the SBE's new leadership team: Ruth Green, President, and Glee Johnson, Vice President. Currently, she is working with the leadership team to assign liaisons to the SBE's advisory bodies, including the Curriculum Commission.

1.H. Correspondence/Requests from the State Board of Education: None

1.I. Report of the California Department of Education

Susan Stickel, Deputy Superintendent, Curriculum and Instruction Branch, congratulated the commissioners for all of their hard work. She reported on Assembly Bill (AB) 466 stating that there are not enough providers for high school mathematics and elementary mathematics, and that the field has responded to the concern that there isn't enough training. She also reported that the high school summit is will be held October 25-26, 2004, in Sacramento. The summit will showcase best practices in the field. Last, she thanked the Commission for its lengthy focus on mathematics. She has seen and heard the necessity for algebra readiness and mathematics intervention.

1.J. Assessment Update

In Deb Sigman's absence, Bob Anderson, Administrator, Program and Policy Support, provided an assessment update. He reported that at the May SBE meeting, Deb Sigman presented a seminar on state assessment and accountability programs. He highlighted some of the areas. He stated that the STAR program would expire in

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January 2005 if it were not reauthorized. There is proposed legislation (Senate Bill) SB 1448 (Alpert) that would extend the STAR program for six years until January 1, 2011. AB 2413 (Diaz) – Limited-English-proficient-pupils. This bill would require a limited-English-proficient-pupil who has attended public schools for 3 or more consecutive schools years to be administered those academic assessments in English. AB 2744 (Goldberg) would remove the authority of the SBE to modify proposed content and performance standards and would also require the Superintendent of Public Instruction to appoint content standard review panels in each subject areas to review content and revise these standards every 3 years. Commissioner Munger stated that he would like to bring this bill up for discussion when Commissioner Goldberg is present.

1.K. Special Education Update

Alice Parker, Division Director, Special Education Division, gave a brief update on the reauthorization of the Individuals With Disabilities Education Act (IDEA) and funding issues for special education. She will make arrangements to have a presentation at a future Commission meeting on the California Alternate Performance Assessment (CAPA).

1.L. Update on the Commission on Teacher Credentialing (CTC) Process

Bill Vasey, Division Director, Professional Development & Curriculum Support Division, briefly highlighted the impact of No Child Left Behind (NCLB) on the credentialing process in California. He stated that NCLB requires all students to be taught by highly qualified teachers (NCLB compliant) by the end of the 2005-06 school year. In order to be NCLB compliant, a teacher of core academic subjects must have a bachelor's degree, state credential or have an Intern Certificate/Credential for no more than three years, and demonstrate core academic subject matter knowledge. Mr. Vasey stated to implement the teach requirements of the NCLB, changes are necessary in order to align the current statewide credentialing and professional development practices with the NCLB goals. Collaboratively, the SBE, the CDE, and the California Commission on Teacher Credentialing (CCTC) are working with each local educational agency (LEA) to provide support for full compliance with NCLB teacher requirements.

1.M. Career Technical Education

Patrick Ainsworth, Division Director, Secondary, Postsecondary & Adult Leadership Division, reported on the California Career Technical Education Standards and Framework. AB 1412 and SB 1934 provided the legal authority to develop Career Technical Education (CTE) standards and framework.

1.N. Assembly Bill 2326 Braille Reading Standards Task Force

In Nancy Burns' absence, Dr. Stuart Wittenstein, Superintendent, CA School for the Blind, gave background information on Braille. He reported that Nancy Burns, President of the National Federation of the Blind of California, was part of the group that advocated for Braille reading standards. Following, Dr. Sharon Sacks, Professor of Special Education at CSU Los Angeles and Co-Chair of the Braille Standards task force

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gave a Power Point presentation on the Braille Reading Standards Task Force, highlighting the main charge of the task force. Assembly Bill 2326 (Frommer) required the Superintendent of Public Instruction to create an advisory task force, with membership approved by the SBE, to develop standards for mastery of Braille code by pupils, and to report to the Governor and the Legislature by June 30, 2004. Dr. Sacks reported that California is the first state to implement Braille reading standards. The Braille reading standards are modeled after the Reading/English Language Arts Content Standards for California Public Schools, with expanded areas that include Braille readiness and pre-literacy skills, Braille code acquisition, Braille writing, and Braille mechanics. The Braille standards are for grades K-12; however, most of the standards are concentrated in grades K, 1, 2, and 3.

1.O. Legislative Update

Adonai Mack, CDE Staff, Governmental Affairs gave a brief legislative update to the Commission. He stated that as of yesterday, many of the bills were held in the suspense files. At the request of Commissioner Mann, Mr. Mack will be providing the Commission a follow-up on the status of the bills. AB 2744 (Goldberg) was brought up. A motion was made by Commissioner Munger to have a discussion on AB 2744 with Commissioner Goldberg during the full Commission session. Commissioner Velasquez seconded the motion. The motion was carried.

1.P. Budget Update

Suzanne Rios, CDE Administrator, Instructional Resources Unit gave an update on the recent budget proposal from the Governor. The May revise rolled \$175 million into the revenue limit and in a separate budget item \$100 million for instructional materials. In addition, the lottery funds will allow districts to use 100% of the growth funds for instructional materials (this will be put in a budget trailer bill). Ms. Rios will keep the Commission apprised of the budget situation.

1.Q. 2004 and 2005 Commission Calendar

Dr. Adams reviewed the proposed changes in the meeting date for 2004 and the proposed meeting dates for 2005. There was a discussion about a possible conflict. The commissioners agreed to take action on this item tomorrow during the reconvening of the full Commission.

1.R. Dissemination Strategies for Frameworks

Joe Radding, CDE Administrator, Business Development and Marketing, gave an overview of the marketing of the curriculum frameworks this past year. He stated that all frameworks are featured in the CDE Press Resource Catalog, which is distributed to all active California public school teachers. Frameworks are also listed on the CDE Web Site as well as in promotional brochures, which are included with all filled publication orders and are distributed at conferences.

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Don Kairott, CDE Administrator, Curriculum Frameworks, reported that the Curriculum Frameworks Unit works very closely with the marketing unit on the distribution of the frameworks. He stated that the Visual and Performing Arts Framework will be distributed on time this summer and it will be available at the conference.

1.S. Other Matters/Public Comment: None

2. Executive Committee

2.A. Designation of Liaison to the Digital California Project

With the resignation of Rosa Perez from the Commission, who served as the Commission liaison to the Digital California Project (DCP), the Executive Committee must designate a new liaison to the DCP. Commissioner Metzenberg motioned to designate Commissioner Velasquez as the Commission's liaison to the DCP. Commissioner Mann seconded the motion. The motion carried.

2.B. Textbook Weight (AB 2532, Pacheco)

The SBE accepted the Commission's textbook weight recommendations. The effect is that every criterion adopted by the SBE after July 1, 2004 will include the textbook weight standards.

2.C. Other Matters/Public Comment: None

3. Electronic Learning Resources (ELR) Committee

Committee Chair Metzenberg called the ELR Committee meeting to order.

3.A. Update on Commission Proposal for CLRN Process (Information/Action)

Chair Metzenberg referred the committee to the April 21, 2004 letter from Bridget Foster, California Learning Resource Network (CLRN) Director, to Barbara Thalacker, Administrator of the CDE Education Technology Office. Chair Metzenberg commended Bridget Foster and CLRN for its actions and invited her to review the CLRN implementation of Curriculum Commission recommendations. Commissioners sought clarification on the number of standards that may be covered by large electronic resources, and whether Lesson Plan Builder is still linked to the CLRN web site. Following questions and discussion, Commissioner Hamill moved to endorse the steps taken by CLRN thus far. Commissioner Levine seconded the motion. Barbara Thalacker, CDE Education Technology Office, expressed her appreciation to Commissioner Metzenberg, members of the ELRC, Bridget Foster, Education Technology Office staff, and the CFIR staff. The motion passed unanimously.

3.B. Other Matters/Public Comment: None

4. Health Subject Matter Committee

SMC Chair Mann called the Health SMC meeting to order.

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4.A. 2004 Health Primary Adoption

1. Report on the April 6-8, 2004 Training (Information/Discussion)

Chair Mann reported gave a brief report on the training that was held on April 6-9, 2004, for the Instructional Materials Advisory Panel (IMAP) members and the Content Review Panel (CRP) experts to evaluate the programs submitted for the 2004 Health Primary Adoption.

2. Report on the May 5-7, 2004 Legal and Social Compliance Review (Information/Discussion)

Commissioner McRae gave a brief report on the legal and social compliance review of the health instructional materials submitted for adoption consideration that was held on May 5-7, 2004.

3. Deliberations, July 19-22, 2004: Agenda (Information/Discussion)

Suzanne Rios provided a status report on the planning for the 2004 Health Primary Adoption deliberations that will be held on July 19-22, 2004.

a. Scheduling of conference call to prepare for deliberations (Action)

CFIR staff suggested that the committee schedule a one-hour teleconference to review the annotated agenda for the deliberations. Commissioner Wagoner made the motion to schedule a teleconference on July 7, 2004 from 10:00 a.m. to 11:00 a.m. to review the annotated agenda for the deliberations. Commissioner Munger seconded the motion. The motion carried.

4.B. Other Matters/Public Comment: None

5. Science Subject Matter Committee

SMC Chair Mann called the SMC meeting to order.

5.A. Preparation for the 2006 Science Adoption (Information/Discussion)

Chris Dowell, CRIF staff, provided information on the preparation for the 2006 Science Adoption. He reported that information regarding the Publishers' Briefing on June 23, 2004, was being assembled for distribution to publishers.

5.B. Other Matters/Public Comment: None

6. Foreign Language Subject Matter Committee

SMC Chair Velasquez called the Foreign Language SMC meeting to order.

6.A. Foreign Language Framework and Adoption (Information)

Chair Velasquez asked Jean James, CFIR Staff and the lead consultant for the 2003 Foreign Language Adoption, to give a brief oral report on the efforts to publicize the *Foreign Language Framework* and the 2003 adoption. California Department of Education (CDE) staff made presentations at two conferences, the California Association for Bilingual Education (CABE) conference, and the California Language

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Teachers' Association (CLTA) conference. CDE Press sold copies of the *Foreign Language Framework* at both conferences. A draft letter to Deans, Program Directors, and Chairs of teacher training institutes and modern languages departments regarding the availability of the *Foreign Language Framework* and giving information about the 2003 Foreign Language Primary Adoption, has been prepared for approval and signature by Superintendent O'Connell and State Board President Ruth E. Green.

6.B. Other Matters/Public Comment: None

7. Reading/Language Arts/English Language Development (RLA/ELD) Subject Matter Committee

SMC Chair Maravilla called the RLA/ELD SMC meeting to order.

7.A. Update on Spanish Language Alternate Format: Middle Grades Review (Information)
The student and teacher editions of McDougal Littell's *Bridges to Literature* and the student editions of Prentice Hall's *Selecciones en español I* have been approved as alternate formats. The teacher editions for Prentice Hall are the final components and are being reviewed at this time.

7.B. Other Matters/Public Comment: None

8. Visual and Performing Arts Subject Matter Committee

SMC Chair Brakemeyer called the Visual and Performing Arts SMC meeting to order.

8.A. Preparation for the 2006 Visual and Performing Arts Adoption (Information/Discussion)
Chris Dowell, CFIR Staff, provided information on the preparations for the 2006 VPA Primary Adoption. He reported that the information regarding the Publishers' Briefing on June 23, 2004, was being prepared for distribution to publishers.

8.B. Visual and Performing Arts Framework (Information)
Don Kairott, Administrator of the Curriculum Frameworks Unit, reported on the status of the VPA Framework. He stated that the final technical editing had been accomplished with CDE Press editors and that the next step would be to work with the graphics artist on the design and format for the cover and interior of the framework. Commissioner Goldberg expressed her opinion about arts standards.

8.C. Other Matters/Public Comment: None

9. Physical Education Subject Matter Committee

SMC Chair Glen-Lambert opened the meeting of the Physical Education SMC.

9.A. Elect Vice Chair (Action)

Chair Glen-Lambert announced that Vice Chair Rosa Perez had resigned from the Commission and that a new Vice-Chair would need to be nominated by the committee.

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By acclamation, Commissioner Matsuda was nominated to be the new Vice-Chair of the Physical Education SMC.

9.B. Update on the Development of Content Standards (Information)

Dianne Wilson-Graham, consultant from the Professional Development and Curriculum Support Division to gave an update on the development of the content standards. Ms. Wilson-Graham reported that a committee of 20 practitioners are scheduled to meet throughout the summer to develop standards by October 2004. Commissioner Jackie Goldberg asked how many on the committee were classroom teachers. Ms. Wilson-Graham responded that 13 of the 20 were classroom teachers.

9.C. Other Matters/Public Comment: None

10. History-Social Science Subject Matter Committee

SMC Chair Keys called the History-Social Science SMC meeting to order.

10.A. Update on the 2005 History-Social Science Primary Adoption (Information)

The recruitment of IMAP and CRP members continues with four completed IMAP applications received to date. Staff is preparing the contract for hotel rooms for reviewers and Commissioners during training, legal compliance review and deliberations and confirming meeting space for these activities.

10.B. Other Matters/Public Comment

The following individuals addressed the SMC and expressed their desire to be of assistance to the Commission in the 2005 History-Social Science Primary Adoption and to publishers in developing new history-social science instructional materials:

Lawrence Di Stasi, Western Chapter of the American Italian Historical Association

Dr. Amarjit S. Bal, Representative of the Sikh Community

Dr. Teri Ann Bengmeno, Las Positas College and Western Chapter of the American Italian Historical Association

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Preliminary Report of Action

Friday, May 21, 2004

Curriculum Commissioners Present:

Edith Crawford, Chair
Norma Baker, Vice Chair
William Brakemeyer
Milissa Glen-Lambert
Jackie Goldberg, Assembly Member
Kerry Hamill
Dr. Deborah Keys
Wendy Levine

Dr. Sandra Mann
Julie Maravilla
Mary-Alicia McRae
Dr. Stan Metzenberg
Dr. Charles Munger, Jr.
José Velasquez
Richard Wagoner

Curriculum Commissioners Absent

Michael Matsuda
John Vasconcellos, Member of the Senate

State Board of Education Liaisons

11. Mathematics Subject Matter Committee

SMC Chair Baker called the Mathematics SMC meeting to order.

11.A. Report on Framework Field Review (Information)

Chair Baker provided an update of the Mathematics Framework field review process. She reminded Commissioners they received a copy of the latest draft of the Mathematics Framework (version dated April 2004). She explained that prior to releasing the draft for field review (August 10 – October 12, 2004), the committee would work with a small group to revise the evaluation criteria and Appendix E from the April 2004 draft Framework version. The focus of the group work is to include additional guidance regarding algebra readiness and mathematics intervention programs. The criteria for evaluating mathematics instructional resources will address three types of adoption submissions:

- Basic grade-level programs for grades K-8;
- Mathematics Intervention Programs (grades 4-7); and
- Algebra Readiness Programs (grade 8)

Chair Baker announced that information to be shared later in the day regarding Algebra Readiness and Mathematics Intervention programs would help design the development of the criteria in the draft Framework.

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11.B. Mathematics Framework Timeline (Action)

SMC Chair Baker directed the committee's attention to the revised Mathematics Framework timeline, which she presented to the committee for review and approval. The timeline includes several new Mathematics SMC teleconference meeting dates in June and July. She also pointed out that the committee should appoint 2 Commissioners to an "Assessment Work Group" to work with CDE staff (both CFIR and Assessment staff) to review confidential test materials and to share relevant findings (non-confidential) with the Mathematics SMC. Commissioners Wagoner and Levine agreed to represent the Math SMC on the "Assessment Work Group" at a meeting in early June. They agreed on a meeting date of June 2, 2004.

Donald Kairott, the Administrator of the Curriculum Frameworks Office, walked the committee through more of the details of the Mathematics Framework timeline. The committee discussed the proposed Mathematics SMC teleconference meeting dates in June and July and agreed to the following dates: June 15, June 25, June 29, and July 12, 2004 (all meetings to begin at 3:30 p.m.). It was also noted that the timeline includes a special Curriculum Commission meeting on July 21, 2004, from 4:00 – 5:00, in Sacramento (during the week of the Health Adoption Deliberations) to allow the Commission to approve the Mathematics Framework Evaluation Criteria and Appendix E: Algebra Readiness prior to the field review of the Framework. The committee agreed to hold a final teleconference meeting on October 27, 2004, to discuss the Mathematics Framework field review results.

Commissioner Goldberg asked some clarifying questions about public input during the field review process. In response, Mr. Kairott stated that the entire draft Framework would be posted on the CDE website for public comment. Individuals will be able to answer a quick survey about the document and/or provide extensive written comments. He further explained that this is a public process, and that this Framework is being revised, not completely rewritten. Commissioner Mann added that the public is always given an opportunity to comment during meetings, including teleconference meetings.

Commissioner Goldberg moved to approve the Mathematics Framework Timeline (including the date changes agreed to during the meeting) for submission and action by the full Commission. Commissioner Wagoner seconded the action. The motion carried.

11.C. Other Matters/Public Comment: None

Chair Baker adjourned the Mathematics SMC, noting that after the full Commission meeting, she would reconvene the Mathematics SMC for a special meeting on Algebra Readiness and Mathematics Intervention materials.

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12. Full Curriculum Commission Reconvenes

12A. Reports/Action from Subcommittees:

Executive Committee

Action #1: Designation of Liaison to the Digital California Project

Commission Chair Crawford reported that the Executive Committee designated Commissioner Velasquez as the Commission liaison to the Digital California Project.

Electronic Learning Resources Committee

Action #1: Commission Proposal for CLRN Process

Committee Chair Metzenberg brought forward to the full Commission a motion to endorse the actions taken by CLRN in response to the recommendations from the Curriculum Commission as described in the April 21, 2004 letter from Bridget Foster, CLRN Director. Commissioner Velasquez moved to endorse the actions taken by CLRN in response to the recommendations from the Curriculum Commission as described in the April 21, 2004 letter from Bridget Foster, CLRN Director. Commissioner Maravilla seconded the motion. The motion carried.

Health Subject Matter Committee

Action #1: Schedule a conference call to prepare for the health deliberations.

SMC Chair Mann brought forward to the full Commission a motion to schedule a conference call on July 7, 2004, from 10:00 a.m. to 11:00 a.m. to prepare for the health deliberations. Commissioner Brakemeyer moved to approve a conference call on July 7, 2004, from 10:00 a.m. to 11:00 a.m. to prepare for the health deliberations. Commissioner McRae seconded the motion. The motion was carried.

Physical Education Subject Matter Committee

Action #1: Elect a Vice Chair

SMC Chair Glen-Lambert reported that Commissioner Matsuda was elected Vice Chair of the committee.

Mathematics Subject Matter Committee

Action #1: Approval of the Mathematics Framework timeline.

SMC Chair Baker brought forward to the full Commission a motion to approve the mathematics framework timeline. Commissioner Velasquez moved to approve the mathematics framework timeline. Commissioner Mann seconded the motion. The motion was carried.

Full Commission

Action #1: 2004 and 2005 Commission Calendar

Proposed 2004 meeting dates:

Addition of July 21, 2004

Change September 16-17 to September 29 – October 1

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Change November 18-19 to December 2-3

Proposed 2005 meeting dates:

January 26-28

April 4

May 19-20

September 29-30

December 1-2

Commissioner Mann moved to approve the revised 2004 and 2005 Commission meeting calendar, noting that the afternoon of September 29, 2004, the History-Social Science SMC will be reviewing the IMAP and CRP applications. Commissioner Velasquez seconded the motion. The motion was carried.

The full Commission then returned to the discussion of AB 2744 (Goldberg). Commissioner Goldberg discussed with the Commission the amended AB 2744 which she authored. There was a dialog between the Commissioners.

12.B. Reports from Commission Liaisons: None

12.C. Individual Commissioner Reports: None

12. D. Other Matters/Public Comment: None

Commission Chair Crawford adjourned the full Commission meeting. She reported that there would be a break followed by a special meeting of the Mathematics SMC.

13. Special Meeting of the Mathematics Subject Matter Committee

13. A. Publisher Responses to the Algebra Readiness and Mathematics Intervention Materials Survey (Discussion)

SMC Chair Baker reconvened the meeting of the Mathematics SMC and explained the purpose of the meeting was to help the Commission understand the scope of the problem related to Algebra Readiness and Mathematics Intervention materials. The CFIR staff surveyed publishers of mathematics materials and received survey responses from several about algebra readiness and mathematics intervention materials that they currently produce. The committee was to discuss the survey results and any implications for possible language changes/edits to the evaluation criteria and Appendix E of the draft Mathematics Framework.

Donald Kairott explained the results of the publisher survey, noting that CDE received responses from 26 publishers pertaining to 60 intervention programs; and from 27 publishers pertaining to 50 Algebra Readiness programs. Survey responses received by the due date were summarized on 4 tables. Mr. Kairott thanked publishers for

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responding to the survey and announced that CDE would extend the deadline for responding to the survey until June 1, 2004. Copies of survey forms were provided at the meeting. All additional survey responses will also be shared with Commissioners. Mathematics SMC members were asked to select 3-5 algebra readiness and mathematics intervention programs they would like additional information about. Some of the samples received were on display in the media room for Commissioners to examine.

Publishers were also invited to answer five “Additional Mathematics Survey Questions”; responses to be emailed to Mary Sprague, Curriculum Frameworks Office, at msprague@cde.ca.gov by June 2, 2004.

Commissioners discussed various aspects of algebra readiness and mathematics intervention programs and offered the following comments:

- Intervention materials need to help teachers identify the “insertion point” for the student; need to include formative and summative assessments (every 2 or 3 weeks); provide for data driven decision-making; and provide psychometric data
- Intervention materials must include entry and exist criteria to ensure equity of access to the basic curriculum.
- Universal access to the regular math program should not be denied; intervention materials should not replace the basic program
- Materials for ELL students should be part of the regular program and should address the language of mathematics; math materials should be similar to Language Arts programs and address advanced learners through students 2 or more years behind.
- Algebra readiness materials should not be like the regular pre-algebra programs that are described in the survey.
- Intervention materials might need to slow down the pace (e.g., test students at the end of grade 5, if necessary spread the standards for grades 6 and 7 over 3 years and offer algebra to these students in grade 9).
- Intervention materials should address standards in the earlier grades (3, 4 and 5) and not just slow down the standards in grades 6 and 7.
- Slowing down the curriculum could imply separate but equal curriculum; intervention needs to help students “catch up to keep up”.
- Algebra readiness programs might need to address all of the grade 7 standards, because how would we decide which standards not to teach?
- Intervention materials may need to be a different type of tool to help struggling students (e.g., technology based resources can offer self-paced affordable tutoring options if done correctly).
- Programs that are multi-dimensional might best meet the needs of at risk students (i.e., those that utilize technology)
- Teacher training is a challenge at the K-8 level because teachers teach multiple subjects and a variety of programs or components can make this more difficult.

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- There was some concern that the mathematical reasoning standards are not delineated in the current Appendix E in the draft framework.

Chair Baker again thanked the publishers for their survey responses and program samples.

Lunch Break

13. B. Seminar on Algebra Readiness and Mathematics Intervention Materials (Information)
The Mathematics SMC was reconvened and heard several presentations by educators on the topic of algebra readiness and mathematics intervention. Chair Baker asked Commissioners to think about why students are struggling in math, what is being done about it, what materials are needed, and how the information presented might help them clearly describe the required components of an algebra readiness or intervention program for the Mathematics Framework evaluation criteria. The evaluation criteria will be used for the 2007 Mathematics Adoption.

Presentation by Vik Hovsepien, former Curriculum Commissioner and math teacher from Glendale USD

Mr. Hovsepien introduced Bonnie Gould, Math and Science Specialist, Glendale USD. She displayed a graph of CST test results, comparing Glendale USD to California statewide results. Mathematics achievement for Glendale students improved faster than the average for the state. Mr. Hovsepien explained the approach that is working in his district is to “unpack” the math standards to help them understand how to teach math and to help struggling students. He distributed his version of a draft of “Appendix E: Mathematics Intervention and Algebra Readiness” for the Commission’s consideration. The document included tables of “Intervention Standards” and “Algebra Readiness Course Standards”. Mr. Hovsepien explained:

- Criteria used to select standards for each type of program
- Importance of math intervention for K-12 students to succeed (e.g., pass the CAHSEE)
- Basic math programs should include intervention programs
- Limited instructional time in grades K-7 makes it hard to find time for interventions
- Interventions can be implemented after school and during summer school
- Districts need data for decision making

Mr. Hovsepien closed by offering to help the Commission with language in Mathematics Framework regarding the evaluation of algebra readiness and math intervention programs.

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Presentation by Chris King, Assistant Superintendent, Stanislaus County Office of Education

Ms. King provided an overview of a systematic mathematics program that provides support for all levels of learners. She also explained how the assessment model used in a language arts system is appropriate for mathematics. Recommendations regarding mathematics intervention programs included:

- Learning must be accelerated.
- Instruction and assessment should focus on key below-grade level skills and conceptual understanding; build to grade level performance.
- Student learning should be monitored by ongoing assessment of specific skills/concepts; check if students “got it”.
- Programs should promote direct instruction and alternative strategies to teach key skills and concepts (including the use of hands-on materials)
- Programs need to include specific entry and exit criteria
- Intervention programs can be used to replace the core grade-level program; however, limits on the amount of time students may remain in the program must be set.
- Currently, districts introduce the use of intervention materials for the first time at various grades K-6; however, adequate materials are not available.

Presentation by Pat Duckhorn, Director K-12 Mathematics, Sacramento County Office of Education and Susan Green, Director of Mathematics, San Juan Unified School District

Ms. Duckhorn and Ms. Green shared math student achievement results from the 2003 CST that showed the majority of students performing at below proficient levels (grades 2-9), with the percents increasing at the higher grades. They highlighted items for the Commission to consider regarding math instructional materials, including:

- Mathematics Framework recommends 50-60 minutes of grade level instruction, which is not enough.
- The math adoption needs to require intervention materials in the next adoption; optional transitional materials requirement (2000 adoption) was not adequate.
- Content needs to consider CST emphasis on key standards; must prepare students for CAHSEE.
- Intervention in early elementary grades (grades 4-6) will reduce the number of intensive students in 7th grade.
- Schools need intervention materials that are full stand alone programs, with an accelerated path through identified critical prerequisite skills (no tracking); not just a set of practice work sheets with limited assessments.
- Intervention materials should be highly correlated to the basic program, flexible to use and based on the assessment results.
- Intervention materials should be part of the basic program; students need to move in and out of program to receive intervention on certain standards, but not all standards.

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- Materials should be part of the basic program, but designed for different intervention groups (benchmark, strategic, intensive group).
 - Framework needs to include intervention implementation guidance to ensure consistency statewide.
 - Materials need to include more focus on math reasoning, which is 50% of the CST assessment.
 - Instructional model (FW Chapter 4, page 182, Phase 3) does not work for struggling students; they do not do well “working independently”.
 - Instruction needs to provide strong conceptual development during direct instruction.
 - Intervention needs to focus on acceleration (plan to catch-up).
 - Framework should include clear guidance and support additional instructional time for math intervention (Elementary: 90 minutes; Middle: 2 periods); Intensive: 2 periods outside core; Strategic: 2 periods, core plus support.
 - Intervention needs to be part of the regular school day.
 - Intervention materials need to present lessons using an alternative approach (do not have students repeat the same lessons).
 - Staff development should address textbook delivery, varied instructional strategies, how to use assessment data to alter instruction, and must be systematic across grade levels.
 - Assessments should include pre- and post-tests that are aligned with standards and correlated to achievement on CST.
 - Assessment should include multiple measures and provide on-going monitoring data.
 - Materials should include clear entrance criteria for each concept based on multiple measures; re-evaluate frequently; include progress monitoring of “vital” standards.
 - Materials should focus on critical standards from previous grades (Number Sense and Algebra and Function form the foundation).
 - Intervention curriculum should address current grade standards and also standards from 2 years prior; grade 8 intervention programs should cover all of the 7th grade standards.

Presentation by Nancy Balhorn, Mathematics Department Chair, Mira Loma High School, Sacramento; Pat Bergen, Mathematics Teacher, Mira Loma High School, Sacramento; and Jodie Thayer, Mathematics Teacher, Mira Loma High School, Sacramento

The presenters explained an approach used at Mira Loma High to help students struggling with Algebra. The teachers are collaborating to develop an Algebra 1A and 1B program that is delivered over 2 years. Differences between Algebra 1A/1B and the regular 1 year Algebra program include:

- More practice time
- Daily quiz to refresh and provide feedback/ask questions

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- Class time for homework
- Materials that allow time for repeating, mastering and understanding of skill/concept
- Smaller class sizes
- Elimination of fear of math
- All algebra programs need to support mathematical reasoning and be aligned with standards

Chair Baker thanked the presenters and then asked Commissioners if they had questions for the presenters. Commissioner Goldberg said she learned that math intervention materials should not just take a regular algebra program and spread it over 2 years, but rather it should focus on the small steps needed to learn the skill or concept and then present those in a different way. Commissioner Metzenberg asked are there some key standards that should be addressed differently? Vik Hovsepian answered that some key standards could be clustered (by themes) and that diagnostic testing results can be used to identify the standards/skills students need help with. He displayed an overhead about standards that illustrated this concept.

Chair Baker invited Jim Milgram, Mathematics Professor, Stanford University, to address the Committee. Dr. Milgram stated he had worked on the previous Mathematics Framework and offered to work with Dr. Wu, Mathematics Professor, UC Berkeley, on the intervention standards for the new Framework.

13. C. Public Comment

Jeff Simpson, Mastery Learning Systems, demonstrated the concept of guided discovery.

Mike Contino, Executive Secretary, California Math Council, CSU Hayward, and parent, agreed that intervention materials should not just teach the same concepts “slower and louder”. He added that mathematical reasoning is very important.

The Special Meeting of the Mathematics Subject Matter Committee was as adjourned at 2:45 p.m.